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ABSTRACT

Marijuana and alcohol use by high school students has continued to increase through the latter part of the 1970's. To gain information on the extent of this problem in their area, a school district in rural western Pennsylvania approved a study of drug and alcohol usage by the school district's 2,200 students. For reasons of confidentiality, all words and names that would identify the school district have been removed from the report (and replaced by an "X" in the text). Specific purposes of the study were to collect data on student drug and alcohol use, to find factors related to such usage, and to lay the groundwork for designing a program to deal with drug and alcohol problems. A random sample of one-half of the students in the 6th, 8th, 10th, and 12th grades (N=296) was selected to complete a 40-item questionnaire which covered these areas: personal data, community drug and alcohol information, and personal experience with drugs and alcohol. A nonexistent drug (phenohalides) was included in the questionnaire as a validity check on students' responses. Statistical analyses revealed, among other results, that drug and alcohol use by seniors at this high school generally paralleled national levels of use; however, usage by 10th graders was greater than that by the seniors, suggesting that the drug problem will get worse before it decreases. Recommendations were that a drug and alcohol prevention program be initiated as soon as possible, and that the program should begin in the primary grades. Part 1 of the results section includes an extensive set of statistical tables with data by grade for each questionnaire item. Part 2 of the results section presents tables of the statistical analyses of the relationship of certain variables to marijuana and alcohol usage; each of the tables is followed by a summary of the results included in that table. The complete survey instrument is appended. (WAS)

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ED232109

X SCHOOL DISTRICT

DRUG AND ALCOHOL STUDY

Prepared for the School Directors and

Superintendent of the X School District

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by

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CG 016803

August 1980

To the reader:

This study was conducted at a school district in western Pennsylvania. For reasons of confidentiality, all words and names that would identify the school district have been removed from the report. The school district has approximately 2200 students and is located in a rural setting.

TABLE OF CONTENTS

Section	Page Number
Preface	ii
List of Tables	iv
Method	2
Results and Discussion, Intrcduction	4
Results and Discussion, Part 1	4
Results and Discussion, Part 2	28
Section A - Differences Between 2 Subgroups	30
Section B - Differences between 3 Subgroups	35
Section C - Correlations Between Variables	37
Conclusions and Recommendations	40

PREFACE

As the 1979 report by the National Institute on Drug Abuse indicates, marijuana and alcohol use by high school students has continued to increase through the latter part of the 1970s. Use is increasing in all regions of the country, it is increasing in both metropolitan and nonmetropolitan areas, and it is increasing in both males and females. Given the pervasiveness of the problem, it is incumbent upon all aspects of society to become aware of the problem and to initiate programs to control it.

Recognizing this need, the X School Board, in January 1980, approved this study of the drug and alcohol usage by X School District students. The purposes of the study were: 1) to collect data on drug and alcohol use by X students, 2) to find which factors were related to drug and alcohol usage and 3) to lay the groundwork for designing and implementing a program to deal with drug and alcohol problems.

The school directors and administration of the X School District are to be commended for their pioneer work in this area. In a time when many people would ignore rather than deal with the drug and alcohol problems of young people, it is encouraging to see this kind of leadership.

This report is organized in the following way. The Method section describes the students that were tested, the questionnaire that was used,

and how the data was collected and analyzed. Part 1 of the Results and Discussion describes the responses to the questionnaire items broken down by grade level (6th, 8th, 10th and 12th). Part 2 of the Results and Discussion presents the results of statistical analyses that tested the relationship of certain variables to marijuana and alcohol usage. Finally, the Conclusions and Recommendations section summarizes the results and makes suggestions on steps that could be taken to deal with the problems.

I would like to acknowledge the support and assistance I have received in carrying out this research. Thanks to the teachers and students; both groups were very cooperative in collecting the data. The administrative staff, Dr. X , Mr. X , Mr. X , Mr. X , Dr. X and Mr. X , worked closely and cooperatively with me in designing the questionnaire and in selecting the students. Finally, the project would not have been completed without the assistance of Mark Vogel, who keypunched that data, Janet Mazurek, who tabulated and analyzed some of the data, and Dan Krupski, who provided assistance in computer analysis of the data.

LIST OF TABLES

A. Tabulation of responses to questionnaire

Question Number	Question Title	Page Number
1	How old are you in years?	5
2	What is your sex?	5
3	In which grade are you?	5
4	Which statement describes your parents?	6
5	With whom do you live?	6
6	In which of the following do you live?	6
7	How many times have you moved in the last ten years?	7
8	What is your race?	7
9	Into which group did your family income fall last year?	7
10	In which area of study are you involved in school?	8
11	The number of school activities in which I am involved is _____.	8
12	How involved in these school activities are you?	8
13	Do you know what you want to do after graduation from high school?	9
14	Do you feel you are preparing yourself in school for what you plan to do after graduation?	9
15	Self concept score (measures how students feel about themselves; higher score = higher self concept).	9
16	Is your family religious?	10
17	Are you religious?	10

18	How involved are you in church activities?	10
19	What reasons do you consider for taking a drink?	11
20	What reasons do you feel are legitimate for taking drugs?	11
21	Indicate how much these drugs are used in your community.	12
22	Where do you think students get the drugs they use?	14
23	Where do you think students get the alcoholic beverages (beer, wine, whiskey) they drink?	15
24	How old were you when you first started drinking, not counting small sips from your parents?	15
25	How often do you drink alcoholic beverages (beer, wine or whiskey)?	16
26	When you drink beer, wine, or whiskey, how many cans or drinks do you usually have?	16
27	If you use any of the alcoholic beverages mentioned above (beer, wine or whiskey), what are your plans for the future?	17
28	In what setting are (were) you most likely to drink alcoholic beverages (beer, wine, or whiskey)?	17
29	When you drink alcoholic beverages, would you say that you did it because of _____?	18
30	Do your parents drink alcoholic beverages?	18
31	How many cigarettes do you smoke?	18
32	On the average, how often have you used each of these drugs in the past year?	19
33	How old were you when you first started to use drugs for other than medicinal purposes?	23
34	If you have ever used a drug for other than medicinal purposes, would you way that you did it because of _____?	23
35	In what setting are (were) you most likely to use a drug for other than medicinal purposes?	24

36	If you use any of the drugs mentioned above for other than medicinal purposes, what are your plans for future use?	24
37	Do your parents use any of the prescribed medications listed below? Weight pills, sleeping pills, tranquilizers.	25
38	When you use drugs for other than medicinal purposes, where do you get them?	25
39	How important is each of these to you as a source of help or information about drugs and alcohol?	25

B. Statistical Analyses

Table Number	Table Title	Page Number
1	Male versus Female Use of Alcohol and Marijuana	30
2	Differences Between Students Whose Parents Are Married and Students Whose Parents Are Not Married (Divorced, Separated, One Deceased) in Alcohol and Marijuana Usage	31
3	Students Who Live With Both Parents and Students That Have Some Other Living Arrangements (One Parent, Other Relatives, Foster Home) in Alcohol and Marijuana Usage	31
4	Alcohol and Marijuana Use as a Functional Type of Residence	32
5	Alcohol and Marijuana Consumption as a Function of Whether Students Know What They Want to do After Graduation	32
6	Alcohol and Marijuana Use as a Function of Whether Students are Prepared for What They Plan to do After Graduation	33
7	Students Use of Alcohol and Marijuana as a Function of Parents Use of Prescribed Medicines (Weight, Sleeping or Tranquilizer Pills)	33

8a	Relationship Between Self-Concept Score and Parental Status	34
8b	Relationship Between Self-Concept Score and Place of Residence	34
9	Relationship Between Area of Study in School and Alcohol and Marijuana Usage	35
10	Student Alcohol and Marijuana Usage as a Function of Parental Drinking	36
11	Self-Concept Score as a Function of Area of Study in School	36
12	Summary of Relationships Between Alcohol or Marijuana Consumption and Other Questionnaire Variables	37
13	Summary of Relationships Between Self-Concept Score and Other Questionnaire Variables	39

METHOD

Subjects

Subjects for this study were sixth, eighth, tenth and twelfth grade students in the X School District. The administrative staff of the school system randomly selected one-half of the students in these grades to serve as subjects. This selection process produced a list of 83 sixth graders, 71 eighth graders, 104 tenth graders, and 88 twelfth graders. Due to absences, not all of the subjects that were selected actually completed the questionnaire. The number of students that completed the questionnaires was as follows: 75 sixth graders, 62 eighth graders, 92 tenth graders and 67 twelfth graders. 159 males and 137 females were tested; their ages ranged from 11 to 19 years.

The Questionnaire

The questionnaire that was given to students consisted of 40 questions that were divided into three sections (personal data, community drug and alcohol information, and personal experience with drugs and alcohol). The personal data section asked about age, sex (male or female), race, parental status, living arrangements, number of times moved, family income, area of study in school, activities in school, plans after graduation, religiousity, and self-concept (self-concept was measured by responses to 15 self-description itesm such as "I am liked by most kids" and "I like to be called on in class." These items were drawn from the books Born to Win by James and Jongeward and The

other side of the report card: A how-to-do-it program for effective education by Chase.)

The community drug and alcohol information section asked about use of drugs in the community, where they felt students get drugs and alcohol, and what they considered legitimate reasons for taking drugs or alcohol.

The final section, personal experience with drugs and alcohol, asked questions on the age drugs and alcohol were first used, on how often drugs and alcohol were used, on how much alcohol is consumed per setting, on where they acquire the drugs they use, on where drugs and alcohol were used, on the reasons drugs or alcohol are used, on their plans for future use of drugs and alcohol, on their parents' alcohol and drug use, and on their attitude toward sources of information about drugs and alcohol.

Verbatim reproduction of the questions is included in Part 1 of the Results and Discussion section of this report.

A nonexistent drug (phenohalides) was included in the questionnaire as a check on the validity of the subjects' responses. The data from any subject that reported he had used this drug was excluded from this report.

Questionnaire Administration

Questionnaires were completed by the subjects in a group setting on January 31 and February 1, 1980. Groups ranged in size from 25 to 50 and each group was homogeneous with regard to grade level. Questionnaire instructions were first read by the leader and students then filled out the questionnaires individually. Students were asked not to talk to one another or look at each other's questionnaires as they completed them.

Students did not put their names on the questionnaires and their anonymity was guaranteed by the leader.

Results and Discussion

Questionnaire data was keypunched on IBM data cards and analyzed using the Nonparametric Statistical Analysis and Crosstabulation Program at Washington and Jefferson College (IBM 1130 Computer).

Eleven questionnaires had to be discarded before data analysis was begun. Two questionnaires had not been completed properly and nine others had phenohalides (the nonexistent drug) marked as a drug that was used. This left a total of 285 questionnaires (74 sixth graders, 56 eighth graders, 90 tenth graders and 65 twelfth graders; 150 males and 135 females).

The results of the questionnaire responses will be divided into two parts. Part 1 will present the responses to the questionnaire items by grade and for the four grades together. Part 2 will present statistical tests that discriminate the amount of drug and alcohol usage within subgroups of the student population and variables related to drug and alcohol use. For both sections, discussion of the results will be included where it is felt by the author it is needed. It is important to note that the discussion involves interpretation of the data by the author and thus is limited by the author's biases and insights. It is possible and hoped by the author, that readers of this report may find other interpretations.

Part 1 of Results and Discussion

Each of the tables in this section will be headed with the number of the question from the questionnaire and the verbatim question from the questionnaire. The numbers will be the percent of each grade or total that marked a particular answer to the question.

I. PERSONAL DATA

1. How old are you in years?

	Age								
Grade	11	12	13	14	15	16	17	18	19
6	45	55	3	0	0	0	0	0	0
8	0	0	62	38	0	0	0	0	0
10	0	0	0	0	59	32	9	0	0
12	0	0	0	0	0	0	69	28	3
Total	11	14	13	7	18	10	18	6	1

2. What is your sex?

	Sex	
Grade	Boy	Girl
6	55	45
8	52	48
10	54	46
12	48	52
Total	53	47

3. In which grade are you?

Per Cent of Students in Each Grade

6th	8th	10th	12th
26	20	32	23

4. Which statement describes your parents?

Grade	Married	Separated	Divorced	One Died	None of these
6	68	8	20	3	1
8	78	5	12	2	4
10	82	1	14	1	1
12	78	2	15	5	0
TOTAL	76	4	16	2	1

5. With whom do you live?

Grade	Both Parents	One Parent	Parent and Step-parent	Other Relative	Foster Home	Other
6	69	19	11	1	0	0
8	80	7	9	4	0	0
10	81	12	7	0	0	0
12	78	9	11	0	0	2
TOTAL	77	12	9	1	0	0

6. In which of the following do you live?

Grade	House	Apartment	Mobile Home	Other
6	77	5	18	0
8	86	4	11	0
10	88	0	11	0
12	86	2	12	0
TOTAL	85	2	13	0

7. How many times have you moved in the last ten years?

Grade	None	1-2	3-4	5-6	7-8	9-10	More than 10
6	35	40	16	3	0	5	0
8	45	30	21	2	2	0	0
10	52	34	10	3	0	0	1
12	60	26	11	3	0	0	0
TOTAL	48	33	14	3	0	1	0

8. What is your race?

Grade	White	Black	Oriental	Mex.-Am.	Other
6	97	0	1	0	1
8	100	0	0	0	0
10	100	0	0	0	0
12	100	0	0	0	0
TOTAL	99	0	0	0	0

9. Into which group did your family income fall last year?

Grade	$4000	4000-5999	6000-7999	8000-9999	10000-11999	12000-14999	15000-24999	25000-49999	50000	Don't Know
6	0	0	1	1	1	1	4	0	0	92
8	0	0	0	0	4	2	16	9	0	69
10	1	0	1	1	8	7	20	6	0	56
12	0	0	0	2	3	9	17	12	0	59
TOTAL	0	0	1	1	4	5	14	6	0	69

DISCUSSION: Since such a high percentage of students did not know their family income, no further statistical analyses were conducted.

10. In which area of study are you involved in school? (Does not apply to sixth graders.)

Grade	Academic	Vocational	General Studies	No Response
8	34	4	57	5
10	38	12	50	0
12	45	18	37	0
TOTAL	39	12	49	0

11. The number of school activities in which I am involved is _____. (Does not apply to sixth graders.)

Grade	0	1	2	3	4	5	6	7	8	9 or more
8	16	34	27	14	7	2	0	0	0	0
10	28	23	20	9	11	4	4	0	0	0
12	11	15	8	17	17	14	3	5	2	9
TOTAL	20	24	18	13	12	7	3	1	0	3

12. How involved in these school activities are you? (Does not apply to sixth graders.)

Grade	Hardly Involved 1	2	Somewhat Involved 3	4	Very Involved 5	No Response
8	16	4	25	25	30	
10	22	3	17	20	27	11
12	6	3	11	48	28	5
TOTAL	16	3	17	30	28	6

13. Do you know what you want to do after graduation from high school?

Grade	Yes	No
6	74	26
8	66	34
10	76	24
12	82	18
TOTAL	75	25

14. Do you feel you are preparing yourself in school for what you plan to do after graduation?

Grade	Yes	No
6	65	35
8	70	30
10	74	26
12	82	18
TOTAL	73	27

15. Self concept score (measures how students feel about themselves; higher score = higher self concept).

Grade	6 or less	7	8	9	10	11	12	13	14	15
6	4	8	5	15	11	16	14	11	14	3
8	0	36	11	9	7	5	16	4	9	4
10	3	4	9	12	26	10	13	14	2	6
12	3	3	5	8	12	17	11	18	15	8
TOTAL	4	8	8	12	16	12	13	12	9	5

DISCUSSION: Note that students' self-concept seems to decline at 8th grade and gradually increase again in 10th and 12th grade. Since many professionals feel that a lower self-concept is associated with an increased probability of drug and alcohol use, it is important to begin to educate about drugs and alcohol and provide prevention programs well before the eighth grade (preferably in early elementary school).

16. Is your family religious?

Grade	Not at all 1	2	Somewhat 3	4	Very 5
6	15	15	44	14	12
8	16	18	43	20	4
10	22	18	44	13	2
12	8	12	35	25	20
TOTAL	15	15	41	17	11

17. Are you religious?

Grade	Not at all 1	2	Somewhat 3	4	Very 5
6	19	18	41	15	8
8	18	20	43	20	0
10	22	18	44	13	2
12	5	18	48	20	9
TOTAL	16	18	44	16	5

18. How involved are you in church activities?

Grade	Not at all 1	2	Somewhat 3	4	Very 5
6	28	19	31	9	12
8	46	14	23	11	5
10	48	23	18	7	4
12	32	18	25	15	9
TOTAL	39	19	24	10	8

DISCUSSION: (Questions 16, 17 and 18). Note that there is something interesting about the responses of the twelfth graders: They report a greater degree of religiosity than the other three grades. As will be noted later in this report, twelfth graders use less drugs than do tenth graders. This was an unexpected finding and may be partly attributable to differences between tenth and twelfth graders in religiosity. Also note that Question 20 shows that more tenth graders than twelfth graders feel there are legitimate reasons for taking drugs.

II. COMMUNITY DRUG AND ALCOHOL INFORMATION

19. What reasons do you consider for taking a drink? (Circle as many as you feel are correct.)

	Grades				
Reasons	6	8	10	12	TOTAL
To relax	39	56	49	66	50
To escape misery	18	32	21	12	20
To sleep	9	18	7	12	11
To be sociable	15	30	37	54	34
To stay awake	9	13	6	0	7
To remain alert	5	9	0	0	3
To lose weight	3	9	2	3	4
For pleasure	34	52	60	72	54
Health Reasons	12	9	4	9	8
To get high	9	30	39	38	30
There are no reasons	47	41	26	14	32
Other reasons	14	34	24	3	19

DISCUSSION: Note that generally as students get older they feel there are more legitimate reasons to drink.

20. What reasons do you feel are legitimate for taking drugs? (Circle as many as you feel are correct.)

	Grades				
Reasons	6	8	10	12	TOTAL
To relax	26	43	29	26	30
To escape misery	12	36	26	15	21
To sleep	20	23	13	14	16
To be sociable	11	25	27	17	20
To stay awake	12	18	8	12	12
To remain alert	8	14	8	6	8
To lose weight	15	21	11	17	15
For pleasure	20	39	38	29	31
If prescribed	55	36	26	48	39
To get high	29	36	49	29	36
There are no reasons	45	41	30	34	35
Other reasons	9	29	20	5	15

DISCUSSION: Note that twelfth graders break the trend of eighth and tenth graders to say there are more legitimate reasons to take drugs.

21. Indicate how much these drugs are used in your community.

	Don't Know	Not at All	Used Occasionally	Used Frequently	Used Excessively
NARCOTICS					
Grades					
6	72	4	14	8	3
8	61	12	14	12	0
10	56	16	26	2	0
12	54	6	35	5	0
TOTAL	60	10	22	6	1
PCP					
Grades					
6	59	9	18	12	1
8	48	18	27	5	2
10	42	17	35	3	3
12	54	12	23	8	3
TOTAL	50	14	26	7	2
BARBITURATES					
Grades					
6	66	7	20	7	0
8	46	7	32	12	2
10	45	8	22	22	2
12	37	5	32	18	8
TOTAL	49	7	26	15	3
AMPHETAMINES					
Grades					
6	59	4	27	7	3
8	45	9	27	20	0
10	37	9	18	29	7
12	38	3	14	31	14
TOTAL	45	6	21	22	6
TRANQUILIZERS					
Grade					
6	69	5	15	8	3
8	48	14	25	11	2
10	44	14	22	19	1
12	51	3	23	14	9
TOTAL	53	9	21	13	4

QUAALUDES					
Grades					
6	87	7	4	1	0
8	68	16	9	4	4
10	50	7	20	11	11
12	49	3	14	23	11
TOTAL	63	8	12	10	7
HALLUCINOGENS					
Grades					
6	80	10	3	3	4
8	52	16	23	5	4
10	50	18	22	3	6
12	60	6	25	8	2
TOTAL	60	13	18	5	4
MARIJUANA					
Grades					
6	31	3	28	18	20
8	18	5	21	12	43
10	10	3	5	22	60
12	8	2	5	28	58
TOTAL	17	3	14	20	46
PHENOHALIDES					
Grades					
6	81	8	7	3	1
8	70	15	13	2	0
10	69	12	15	0	3
12	77	9	12	2	0
TOTAL	74	11	12	1	1
COCAINE					
Grades					
6	57	8	21	12	1
8	42	13	22	11	13
10	38	10	30	11	11
12	43	3	26	20	8
TOTAL	45	8	25	14	8

INHALENTS					
Grades					
6	66	16	12	3	3
8	56	22	11	2	9
10	42	20	24	9	4
12	58	9	26	5	2
TOTAL	55	17	19	5	4

22. Where do you think students get the drugs they use? (Circle as many as apply.)

	Grades				
	6	8	10	12	TOTAL
Places					
Other students during school	73	63	77	78	73
Their friends after school	81	61	74	69	72
Other students on the schoolbus	58	45	60	45	53
Brothers and sisters	31	29	47	40	38
Connections in X	50	43	63	69	57
College students	34	29	39	38	35
X Bowling Alley	18	16	36	31	26
Parents supply of drugs	22	4	9	14	12
Don't know	9	27	22	12	18
Other Sources	12	9	17	6	12

DISCUSSION: Note that friends and other students are mentioned as the most likely supplier of drugs and that drug trafficing seems to be as likely in school as out of school.

23. Where do you think students get the alcoholic beverages (beer, wine, whiskey) they drink? (Circle as many as apply.)

	Grade				
	6	8	10	12	TOTAL
Places					
Older friends buy it for them	78	79	89	83	83
They go to Ohio to buy it	36	50	74	89	63
They get from other students at school	34	45	33	23	33
They get it from their parents' supply at home	61	59	60	43	56
Purchased from local bars	43	16	44	58	42
Don't know	12	21	11	6	12
Other places	8	13	13	2	9

DISCUSSION: Note, that in contrast to the previous question on drugs, alcohol is not often procurred at school; older friends seem to be the primary suppliers.

III. PERSONAL EXPERIENCE WITH DRUGS AND ALCOHOL

a. ALCOHOL

24. How old were you when you first started drinking, not counting small sips from your parents?

	Grade			
	6	8	10	12
Age (years)				
9	8	2	3	0
10	9	4	4	2
11	5	11	6	2
12	3	16	6	0
13	-	2	27	6
14	-	-	18	17
15	-	-	7	20
16	-	-	-	28
17 & 18	-	-	-	9
Never Drink	74	66	30	17

DISCUSSION: Note that the number of students that report they never drink is higher in this question than in the next three questions. This seems to be due to the way the question is phrased. That is, even though a student may say in the next question that he has had a drink during the past year, he may not feel that this one drink means that he has "started drinking" and thus answers he does not drink.

25. How often do you drink alcoholic beverages (beer, wine or whiskey)?

	Grade				
Frequency	6	8	10	12	TOTAL
Three times or more a day	0	0	1	0	0
Two times a day	3	0	0	0	1
Once a day	3	2	2	0	2
Three or four times a week	1	2	1	6	2
Two times a week	1	2	9	11	6
Once or twice a week	3	11	16	23	13
Two or three times a week	4	13	20	20	14
About once a month	3	4	1	15	8
Once a year	18	20	20	12	18
Never drink	65	48	21	12	36

DISCUSSION: Note that (1) drinking increases from sixth to twelfth grade, (2) 11% of sixth graders, 17% of eighth graders, 29% of tenth graders and 40% of twelfth graders drink once a week or more, (3) only 12% of twelfth graders do not drink.

26. When you drink beer, wine, or whiskey, how many cans or drinks do you usually have?

	Grade				
Amount	6	8	10	12	TOTAL
More than 6	3	2	32	20	16
6	0	4	8	6	5
5	1	7	7	12	7
4	1	7	9	18	9
3	1	13	4	17	8
2	9	9	4	6	7
1	15	13	14	8	13
Never drink	69	46	20	12	35

DISCUSSION: One of the most surprising findings here is that 40% of the tenth graders and 26% of the twelfth graders drink the equivalent of a "six pack" or more each time they drink.

27. If you use any of the alcoholic beverages mentioned above (beer, wine or whiskey), what are your plans for the future?

	Grade				
	6	8	10	12	TOTAL
Plans					
I plan to quit drinking	9	9	7	6	8
I plan to decrease my drinking	5	14	14	25	15
I do not plan to change my drinking habits	14	13	37	51	30
I plan to drink more	0	4	11	3	5
I do not drink at all	72	61	31	15	42

DISCUSSION: It is interesting that one-third of those that drink plan to decrease or quit in the future.

28. In what setting are (were) you most likely to drink alcoholic beverages (beer, wine, or whiskey)? (Circle all that apply to you.)

	Grade				
	6	8	10	12	TOTAL
Settings					
At home with friends	7	29	40	35	28
At home alone	4	11	14	3	8
At parties	24	38	67	82	53
At a friend's home	8	25	49	42	32
At home with family	12	23	21	17	18
In a public place	0	4	10	11	6
In a motel or hotel	0	2	2	9	3
At school	0	9	4	3	4
At a concert	3	14	29	37	21
Driving around with friends	8	27	47	66	37
Other	3	13	17	6	10
Never happened	65	50	18	9	34

DISCUSSION: Note that (1) alcohol is not often used in school and (2) drinking is primarily a social activity (most drink at parties or at other places with friends).

29. When you drink alcoholic beverages, would you say that you did it because of: (circle as many as apply to you).

	Grade				
	6	8	10	12	TOTAL
Reason					
Personal curiosity	10	29	28	34	25
Urging of friends	8	9	12	11	10
To avoid feeling out of place	7	21	19	15	15
To feel relaxed	7	21	34	40	26
Need to escape	3	13	11	17	11
Other	14	21	23	31	22
Never happened	64	43	24	9	35

30. Do your parents drink alcoholic beverages?

	Grade				
	6	8	10	12	TOTAL
Parents					
No, neither drinks	26	36	27	33	30
Yes, one drinks	32	33	34	30	32
Yes, both drink	42	31	39	38	38

b. DRUGS

31. How many cigarettes do you smoke?

	Grade				
	6	8	10	12	TOTAL
Number smoked					
Don't smoke	89	75	73	70	77
Less than a pack a week	7	16	9	11	10
1 to 3 packs a week	3	9	9	9	7
4 to 6 packs a week	1	0	8	5	4
7 to 9 packs a week	0	0	0	5	1
Over 9 packs a week	0	0	1	0	0

32. On the average, how often have you used each of these drugs in the past year?

		*FREQUENCY					
	Never	Once or Twice A Year	4-12 Times A Year	Once or Twice A Month	Once or Twice A Week	3-6 Times A Week	Daily
NARCOTICS							
Grade							
6	100	0	0	0	0	0	0
8	100	0	0	0	0	0	0
10	97	2	1	0	0	0	0
12	100	0	0	0	0	0	0
TOTAL	99	0	0	0	0	0	0
PCP							
Grade							
6	100	0	0	0	0	0	0
8	96	2	0	2	0	0	0
10	90	3	3	3	0	0	0
12	97	2	2	0	0	0	0
TOTAL	95	2	1	1	0	0	0
BARBITURATES							
Grade							
6	97	0	3	0	0	0	0
8	95	3	2	0	0	0	0
10	80	4	7	7	2	0	0
12	88	3	3	3	3	0	0
TOTAL	89	3	4	3	1	0	0
AMPHETAMINES							
Grade							
6	96	3	1	0	0	0	0
8	86	7	5	2	0	0	0
10	80	3	9	6	1	1	0
12	81	6	3	5	2	3	0
TOTAL	86	5	4	4	1	1	0

TRANQUILIZERS

Grade							
6	96	3	1	0	0	0	0
8	93	4	2	2	0	0	0
10	88	6	3	2	1	0	0
12	91	2	3	5	0	0	0
TOTAL	92	4	2	2	0	0	0

QUAALUDES

Grade							
6	99	1	0	0	0	0	0
8	100	0	0	0	0	0	0
10	84	6	6	2	0	2	0
12	91	3	3	2	0	2	0
TOTAL	93	3	2	1	0	1	0

HALLUCINOGENS

Grade							
6	99	1	0	0	0	0	0
8	100	0	0	0	0	0	0
10	90	6	3	1	0	0	0
12	97	0	2	2	0	0	0
TOTAL	96	2	1	1	0	0	0

MARIJUANA

Grade							
6	93	1	1	1	0	3	0
8	78	5	3	5	4	2	4
10	53	4	8	8	9	3	15
12	52	11	16	9	2	3	8
TOTAL	68	5	7	6	4	3	7

PHENOHALIDES

Grade							
6	100	0	0	0	0	0	0
8	100	0	0	0	0	0	0
10	100	0	0	0	0	0	0
12	100	0	0	0	0	0	0
TOTAL	100	0	0	0	0	0	0

COCAINE

Grade							
6	99	1	0	0	0	0	0
8	95	5	0	0	0	0	0
10	86	3	6	6	0	0	0
12	88	5	3	3	2	0	0
TOTAL	91	4	2	2	0	0	0

INHALANTS

Grade							
6	95	1	0	1	3	0	0
8	93	5	2	0	0	0	0
10	93	6	1	0	0	0	0
12	98	2	0	0	0	0	0
TOTAL	95	3	1	1	0	0	0

*Frequency was measured on a nine-point scale but was compressed to a seven-point scale here for clarity.

DISCUSSION: (1) Note that, by far, the drug of choice for students is marijuana (7% of sixth graders, 22% of eighth graders, 47% of tenth graders and 48% of twelfth graders used it during the last year); (2) 14% of the sixth graders have used some type of drug during the past year; besides marijuana, inhalants seem to be popular (probably because they can be easily obtained by the youngsters); (3) after marijuana usage, amphetamine usage is most popular (5% of the 12th graders and 2% of the tenth graders use it once a week or more); (4) amphetamine usage is followed respectively by barbiturates, cocaine, tranquilizers, quaalude, PCP, hallucinogen and narcotic usage; (5) tenth graders use more drugs than twelfth graders; (6) 8% of the 12th graders, 15% of the tenth graders and 4% of the eighth graders use marijuana every day; 13% of the 12th graders, 27% of the tenth graders and 10% of the eighth graders use marijuana once a week or more.

COMPARISON BETWEEN X STUDENTS AND NATIONAL AVERAGE.
Percent of students that used each drug at least once in the last year.

Drug	CLASS 6	8	10	12	TOTAL	National NIDA Data for Class of '78 (Seniors)
Marijuana	7	22	47	48	32	50
Inhalants	5	7	7	2	5	4
Hallucinogens	1	0	10	3	4	10
Cocaine	1	5	14	12	9	9
Narcotics	0	0	3	0	1	6
Amphetamines	4	14	20	19	14	17
Tranquilizers	4	7	12	9	8	10
Alcohol	36	54	70	87	64	88
Barbiturates	3	5	20	12	11	*10
Quaaludes	1	0	16	9	7	
PCP	0	4	10	3	5	**

*Only included a category called sedatives.

**Did not ask for PCP usage

DISCUSSION: (1) Note that, except for hallucinogens and narcotics, the 12th graders are closely comparable to the most recent national data available (Class of '78); (2) Note that the 10th graders exceed the seniors of the class of '78 in the use of many drugs.

Comparison between X Tenth and Twelfth Graders and National Data on Daily Use of Marijuana and Alcohol

	Grade 10	12	National NIDA Data for Class of '78 (seniors)
Daily use of Alcohol	3	3	6
Daily use of Marijuana	15	8	11

33. How old were you when you first started to use drugs for other than medicinal purposes?

	GRADE			
Years Old	6	8	10	12
9	3	2	2	2
10	3	0	4	2
11	5	4	2	0
12	1	9	9	5
13	-	11	10	2
14	-	2	14	0
15	-	-	3	9
16	-	-	-	18
17 or 18	-	-	-	6
Don't Use Drugs	88	73	54	57

34. If you have ever used a drug for other than medicinal purposes, would you say that you did it because of: (Circle as many as apply to you).

	GRADE				
	6	8	10	12	TOTAL
Reason					
Personal Curiosity	4	21	19	23	16
Urging of friends	8	11	10	14	11
To avoid feeling out of place	1	11	7	12	7
To feel relaxed	1	11	26	14	14
Need to escape	0	5	10	6	6
Other	1	9	14	12	9
Never happened	85	66	52	51	63

35. In what setting are (were) you most likely to use a drug for other than medicinal purposes? (Circle all that apply to you.)

	GRADE				
	6	8	10	12	TOTAL
Place					
At home with friends	4	11	27	17	15
At home alone	7	11	17	8	11
At parties	4	27	49	40	31
At a friend's home	7	21	37	26	24
At home with family	3	2	4	2	3
In a public place	1	4	14	5	7
In a motel or hotel	0	0	6	3	2
At school	3	13	28	9	14
At a concert	0	14	30	22	17
Driving around with friends	7	18	40	35	26
Other	3	7	12	9	8
Never happened	84	68	48	49	61

DISCUSSION: (1) Note that drugs are more likely to be used in school than alcohol; (2) tenth graders use drugs in many more places than twelfth graders.

36. If you use any of the drugs mentioned above for other than medicinal purposes, what are your plans for future use?

	GRADE				
	6	8	10	12	TOTAL
Plans					
I plan to quit using drugs	10	16	15	25	16
I plan to decrease my use of drugs	0	7	10	0	5
I don't plan to change my drug use	3	4	16	19	11
I plan to increase my drug use	1	0	7	2	3
Does not apply, I don't use drugs unless prescribed.	86	73	53	55	66

DISCUSSION: While over 50% of the eighth and twelfth graders plan to quit using drugs, only 30% of the tenth graders plan to quit (15% of the tenth graders plan to increase their drug use).

37. Do your parents use any of the prescribed medications listed below?

Weight pills, sleeping pills, tranquilizers

	GRADE				
	6	8	10	12	TOTAL
Parents use:					
Parents use none of these	76	77	74	83	77
Parents use one of these	16	20	16	14	16
Parents use two of these	5	4	9	2	5
Parents use all three of these drugs	3	0	1	2	1

38. When you use drugs for other than medicinal purposes, where do you get them?

	GRADE				
	6	8	10	12	TOTAL
Sources					
Students at school	.15	.27	.37	.40	.30
Friends outside of school	.15	.25	.60	.83	.47
Connections in X	.07	.16	.39	.31	.24
College students	.00	.02	.28	.11	.12
Prescriptions	.01	.04	.06	.17	.07

NOTE: Numbers refer to the average number of drugs gotten from each of the sources by students.

39. How important is each of these to you as a source of help or information about drugs and alcohol?

	IMPORTANCE				
	VERY IMPORTANT	IMPORTANT	UNDECIDED	UNIMPORTANT	VERY UNIMPORTANT
DRUG-ALCOHOL PROGRAM					
Grade					
6	49	17	1	11	22
8	41	9	22	15	13
10	22	15	17	18	28
12	27	23	30	5	16
TOTAL	34	16	17	13	20

MENTAL HEALTH CLINIC

Grade					
6	30	16	15	10	29
8	20	26	26	11	17
10	12	16	27	16	29
12	22	19	33	14	12
TOTAL	21	19	25	13	23

HOSPITAL

Grade					
6	36	20	14	8	22
8	35	20	19	15	11
10	32	15	16	11	27
12	31	19	36	5	9
TOTAL	34	18	20	9	18

CHURCH OR RELIGIOUS ORGANIZATION

Grade					
6	17	11	27	1	30
8	7	13	41	24	15
10	24	12	19	18	27
12	25	17	34	14	9
TOTAL	19	13	29	17	21

GUIDANCE COUNSELOR OR HOME SCHOOL VISITOR

Grade					
6	20	22	19	9	30
8	11	17	31	17	24
10	12	12	19	17	40
12	6	19	41	14	20
TOTAL	12	17	27	14	30

PRINCIPAL

Grade					
6	11	16	23	10	40
8	9	11	33	17	30
10	11	9	17	18	44
12	5	11	39	25	20
TOTAL	9	12	27	17	34

SELF HELP GROUP					
Grade					
6	26	17	16	13	29
8	22	18	28	13	18
10	18	18	22	13	28
12	27	20	30	9	19
TOTAL	23	18	23	12	23
FRIENDS					
Grade					
6	34	11	18	13	23
8	26	17	28	13	17
10	44	18	11	10	17
12	42	19	20	9	9
TOTAL	37	16	18	11	17
FAMILY					
Grade					
6	57	14	5	8	16
8	26	19	30	9	17
10	43	13	10	11	23
12	41	16	30	5	9
TOTAL	43	15	17	8	17
NURSE					
Grade					
6	25	24	14	8	29
8	17	13	30	17	24
10	16	16	20	18	30
12	8	27	41	9	16
TOTAL	17	20	25	13	25

DISCUSSION: (1) Note that the family is the most important source of information about drugs and alcohol; (2) the school (teacher, principal, and guidance counselor) get poor report cards as sources of information about drugs and alcohol.

Part 2 of Results and Discussion

As mentioned earlier, this section of the results and discussion will be concerned with (1) differences between subgroups of the student population regarding how much marijuana and alcohol they consume, and (2) how some variables are related to marijuana and alcohol consumption. These differences and relationships were measured on only the tenth and twelfth grades using standard statistical tests.

The three statistical tests that were used were all nonparametric tests since the data that was being analyzed was based on an ordinal scale of measurement. The Mann-Whitney U test tells whether the scores from one group are significantly different from the scores in another group. The Kruskal-Wallis H test tells whether the scores from three groups are significantly different from one another. Finally, Kendall's Rank Correlation Tau-B tells whether two variables are significantly related (correlated) with one another (that is, whether changes in one variable are related to changes in another variable).

As mentioned earlier the primary variables that were used for testing differences and relationships were alcohol consumption and marijuana usage. Alcohol consumption was measured by multiplying frequency of alcohol use (Question #25) times amount consumed (Question #26). This gave the monthly consumption of alcohol. These numbers were then compressed into a ten-point alcohol consumption scale. This scale was then used for all statistical tests that relied on alcohol consumption as a variable. The ten-point scale is described in detail below.

Number of Ten-point Alcohol Consumption Scale	Amount of Alcohol (number of drinks) Consumed per month
1	0
2	Less than 1 to 5
3	6 to 20
4	21 to 42
5	43 to 60
6	61 to 90
7	91 to 150
8	151 to 180
9	181 to 360
10	361 or greater

Marijuana usage was measured on a nine-point scale as per responses to question #34 on the questionnaire. This nine-point scale is described below.

Number on 9-point Marijuana Consumption Scale	Amount of Marijuana Consumed
1	None
2	Once a year
3	Twice a year
4	Four times a year
5	Four to twelve times a year
6	Once or twice a month
7	Once or twice a week
8	Three to four times a week
9	Daily

Section A of Part 2 of Results and Discussion--Differences Between Two Subgroups as Measured by the Mann-Whitney U Test.

This section will describe the results of comparing subgroups of the tenth and twelfth grade students population. Each of the tables will be followed by a statement that summarizes the results included in the table.

Table 1

Male versus Female Use of Alcohol and Marijuana

Subgroup	Mean Alcohol Consumption Score	Mann Whitney U Z Score	Significant Difference
Male	3.08		
		0.595	No
Female	3.05		
	Mean Marijuana Consumption Score		
Male	3.47		
		0.058	No
Female	3.38		

SUMMARY STATEMENT: Male and female X students do not differ in the amount of alcohol or marijuana they consume. Although there is no directly comparable national data, NIDA statistics do show that more twelfth grade females than males abstain from using alcohol and marijuana. This is not true of X students: 23% of both males and females abstain from alcohol; and 54% of males and 50% of females abstain from using marijuana.

TABLE 2

Differences Between Students Whose Parents Are Married and Students Whose Parents Are Not Married (Divorced, Separated, One Deceased) in Alcohol and Marijuana Usage

Group	Mean Alcohol Consumption Score	Mann Whitney U Z Score	Significant Difference
Parents married	2.89		
		2.310	Yes, p <.01
Parents not married	3.80		
	Mean Marijuana Consumption Score		
Parents not married	3.15		
		1.971	Yes, p <.05
Parents not married	4.57		

SUMMARY STATEMENT: Students whose parents are married use less alcohol and marijuana than students whose parents are not married.

TABLE 3

Students Who Live With Both Parents and Students That Have Some Other Living Arrangement (One Parent, Other Relatives, Foster Home) in Alcohol and Marijuana Usage

Subgroup	Mean Alcohol Consumption Score	Mann Whitney U Z-Score	Significant Difference
Students live with both parents	2.88		
		2.305	Yes, p <.05
Students with other living arrangements	3.77		
	Mean Marijuana Consumption Score		
Students live with both parents	3.11		
		2.170	Yes, p <.05
Students with other living arrangements	4.65		

SUMMARY STATEMENT: Students that live with both parents use less alcohol and marijuana than students that have other living arrangements.

TABLE 4

Alcohol and Marijuana Use as a Functional Type of Residence

Subgroup	Mean Alcohol Consumption Score	Mann-Whitney U Z Score	Significant Difference
Live in a house	2.97	1.873	Yes, $p < .05$
Live in an apartment or mobile home	3.78		
	Mean Marijuana Consumption Score		
Live in a house	3.25	1.806	Yes, $p < .05$
Live in an apartment or mobile home	4.63		

SUMMARY STATEMENT: Students that live in houses use less alcohol and marijuana than students that live in apartments or mobile homes.

TABLE 5

Alcohol and Marijuana Consumption as a Function of Whether Students Know What They Want to do After Graduation

Subgroup	Mean Alcohol Consumption Score	Mann-Whitney U Z-Score	Significant Difference
Know what they want to do after graduation	3.24	2.386	Yes, $p < .05$
Do not know what they want to do after graduation	2.42		
	Mean Marijuana Consumption Score		
Know what they want to do after graduation	3.62	1.415	No
Do not know what they want to do after graduation	2.69		

SUMMARY STATEMENT: Students that know what they plan to do after graduation use significantly more alcohol, but not marijuana. This is the only finding that is opposite of what was predicted before the study was begun.

TABLE 6

Alcohol and Marijuana Use as a Function of Whether Students are Prepared for What They Plan to do After Graduation

Subgroup	Mean Alcohol Consumption Score	Mann-Whitney U Z Score	Significant Difference
Students that say they are prepared	2.92	1.334	No
Students that say they are not prepared	3.58		
	Mean Marijuana Consumption Score		
Students that say they are prepared	3.18	1.746	Yes, $p < .05$
Students that say they are not prepared	4.30		

SUMMARY STATEMENT: Students that feel they are prepared for what they plan to do after graduation use significantly less marijuana but not significantly less alcohol.

TABLE 7

Students Use of Alcohol and Marijuana as a Function of Parents Use of Prescribed Medicines (Weight, Sleeping or Tranquilizer Pills)

Subgroup	Mean Alcohol Consumption Score	Mann-Whitney U Z Score	Significant Difference
Parents do not use prescribed pills	3.50	2.746	Yes, $p < .05$
Parents use one or more prescribed pills	4.73		
	Mean Marijuana Consumption Score		
Parents do not use prescribed pills	3.70	1.927	Yes, $p < .05$
Parents use one or more prescribed pills	6.09		

SUMMARY STATEMENT: Students whose parents use sleeping pills, tranquilizers, or weight pills use significantly more alcohol and marijuana than students whose parents do not use these pills.

TABLE 8a

Relationship Between Self-Concept Score and Parental Status

Subgroup	Self-Concept Score	Mann-Whitney U Z-Score	Significant Difference
Parents married	11.01	0.138	No
Parents not married	10.97		

TABLE 8b

Relationship Between Self-Concept Score and Place of Residence

Subgroup	Self-Concept Score	Mann-Whitney U Z-Score	Significant Difference
Live in a house	11.18	2.646	Yes, $p < .005$
Live in an apartment or mobile home	9.68		

SUMMARY STATEMENT: There is no difference in self-concept score between students whose parents are married and students whose parents are not married. But, students who live in houses have a significantly higher self-concept score than students who live in apartments or mobile homes.

Section B of Part 2 of Results and Discussion--Differences Between Three Subgroups as Measured by the Kruskal-Wallis H Test.

This section will describe the results of comparing three subgroups of the tenth and twelfth grade student population. When three (or more) groups of ordinal data are being compared, the Kruskal-Wallis H statistic is the preferred test to use.

Table 9

Relationship Between Area of Study in School and Alcohol and Marijuana Usage

Area of Study	Mean Alcohol Consumption Score	Kruskal-Wallis H Statistic	Significant Difference
Academic	2.79		
Vocational	2.83	8.91	Yes, $p < .05$
General Studies	3.42		
	Mean Marijuana Consumption Score		
Academic	2.37		
Vocational	3.52	23.48	Yes, $p < .0001$
General Studies	4.35		

SUMMARY STATEMENT: Students in the general studies area use significantly more alcohol and marijuana than students in either the academic or vocational areas. Students in the vocational area use more marijuana than students in the academic area.

TABLE 10

Student Alcohol and Marijuana Usage as a Function of Parental Drinking

Parental Drinking	Mean Alcohol Consumption Score	Kruskal-Willis H Statistic	Significant Difference
Neither parent drinks	2.16	32.36	Yes, $p < .0001$
One parent drinks	3.18		
Both parents drink	3.66		
	Mean Marijuana Consumption Score		
Neither parent drinks	2.27	16.30	Yes, $p < .0005$
One parent drinks	3.58		
Both parents drink	4.08		

SUMMARY STATEMENT: Students whose parents both drink use more alcohol and marijuana than students who have only one parent that drinks or students that have neither parent that drinks. Students who have one parent that drinks use more alcohol and marijuana than students that have neither parents that drink.

Table 11

Self-concept Score as a Function of Area of Study in School

Area of Study	Self-concept Score	Kruskal-Wallis H Statistic	Significant Difference
Academic	11.71	20.19	Yes, $p < .0001$
Vocational	11.04		
General Studies	10.33		

SUMMARY STATEMENT: Students in the academic area have the highest self-concept scores; these students are followed, respectively, by students in the vocational area and the general studies area.

Section C of Part 2 of Results and Discussion--Relationships Between Variables as Measured by Kendall's Tau-B.

In the previous two sections (A and B) results have been presented that deal with the relationship between one relatively continuous variable (alcohol concumption, or marijuana consumption, or self-concept) and another variable that was dichotomous (e.g., parents married or not married) to trichotomous (e.g., academic, vocational or general studies). This section will deal with the relationship between two relatively continuous variables. Relationships between two continuous variables, based on an ordinal scale, are best measured by Kendall's Rank Correlation Coefficient Tau-B. This statistic tells the degree of relationship between two variables

TABLE 12

Summary of Relationships Between Alcohol or Marijuana Consumption and Other Questionnaire Variables

A. Religiousity

	*Value of Tau-B	Significant Relationship
Alcohol consumption and how religious the student's family is	-.201	Yes, p <.0001
Marijuana consumption and how religious the student's family is	-.195	Yes, p <.0005
Alcohol consumption and how religious the student is	-.217	Yes, p <.0001
Marijuana consumption and how religious the student is	-.273	Yes, p <.0001
Alcohol consumption and involvement in church activities	-.162	Yes, p <.005
Marijuana consumption and involvement in church activities	-.190	Yes, p <.0005

B. School Activities		
Alcohol consumption and the number of school activities	-.068	No
Marijuana consumption and the number of school activities	-.275	Yes, p <.0001
Alcohol consumption and degree of involvement in school activities	-.081	No
Marijuana consumption and degree of involvement in school activities	-.165	Yes, p <.001
C. Number of times moved in last 10 years		
Alcohol consumption and the number of times moved	+.035	No
Marijuana consumption and the number of times moved	+.167	Yes, p <.001
D. Age of first use of drugs or alcohol**		
Alcohol consumption and the age of first use of alcohol	-.214	Yes, p <.0005
Marijuana consumption and the age of first use of alcohol	-.220	Yes, p <.0001
Alcohol consumption and the age of first use of marijuana	-.228	Yes, p <.005
Marijuana consumption and the age of first use of marijuana	-.403	Yes, p <.0001
E. Use of Other drugs		
Alcohol consumption and marijuana consumption	+.511	Yes, p <.0001
Alcohol consumption and cigarette smoking	+.315	Yes, p <.0001
Marijuana consumption and cigarette smoking	+.466	Yes, p <.0001
Alcohol consumption and Barbiturate use	+.389	Yes, p <.0001
Marijuana consumption and Barbiturate use	+.566	Yes, p <.0001
Alcohol consumption and Amphetamine use	+.417	Yes, p <.0001
Marijuana consumption and Amphetamine use	+.544	Yes, p <.0001

*Tau-B, like the more often seen Pearson Produce Moment Correlation, ranges in value from -1.00 to +1.00. +1.00 and -1.00 mean a perfect correlation. 0.00 means no correlation. The negative sign means that as one variable increases the other variable decreases (e.g., the more religious a student's family is, the less likely he is to use alcohol). The positive sign means that as one variable increases the other variable also increases (e.g., increases in alcohol consumption are related to increases in marijuana consumption).

**These four tests were based only on the data from students that are presently using alcohol or marijuana.

SUMMARY STATEMENT: As can be seen, alcohol and marijuana consumption are related to variables in each of the five areas mentioned in the table. Both alcohol and marijuana consumption are negatively related to a student's religiosity, the family's religiosity and the student's involvement in church activities (Section A of Table 12). Involvement in school activities and the number of times a student changes residence are both negatively related to marijuana consumption only (Section B and C of Table 12). Section D of Table 12 demonstrates that students that use drugs or alcohol at an earlier age tend to use more alcohol and marijuana when they are older. The final section (E) shows that both alcohol and marijuana usage are significantly related to use of other drugs (cigarettes, barbiturates and amphetamines). It should also be mentioned that the correlation between barbiturate use and amphetamine use is +.735.

TABLE 13

Summary of Relationships Between Self-Concept Score and Other Questionnaire Variables

Variables	Tau-B	Significant Relationship
Self-concept and alcohol consumption	-.012	No
Self-concept and marijuana consumption	-.084	No
Self-concept and age of first use of alcohol	+.176	Yes, $p < .005$
Self-concept and cigarette smoking	-.130	Yes, $p < .01$
Self-concept and number of student activities	+.160	Yes, $p < .005$

SUMMARY STATEMENT: Self-concept score has a significant positive relationship to the age that alcohol is first used and the number of school activities students are involved in. It is negatively related to cigarette smoking. Self-concept has no relationship to the amount of alcohol or marijuana students are currently using.

Conclusions and Recommendations

Drug and alcohol use by seniors (Class of 1980) at X High school generally parallels that seen on a national level. Drug usage by tenth graders is greater than that by twelfth graders suggesting that the drug problem at X High School will get worse before it gets better. This suggestion is also supported by the fact that 14% of the sixth graders and 29% of the eighth graders have used some type of drug during the last year.

The primary recommendation is that some type of drug and alcohol education and prevention program be initiated as soon as possible. It is the feeling of this author that this program would be most effective if instituted on a community wide basis involving not only the schools but also the parents, media and social service/government organizations.

The school education and prevention program should be one that begins in the primary grades. Models of programs like these are available through the Governor's Council on Drug Abuse and Alcoholism. The Washington-Greene Prevention Corporation, as an arm of the Governor's Council, would be a good organization to contact. Trinity School District (Washington County) has recently initiated a comprehensive K-12 drug and alcohol curriculum under the direction of Sandra Hassick (some of the materials from this program will be sent to Dr. X).

Other resources include your county drug and alcohol program and staff at Intermediate Unit IV.

REFERENCE

National Institute on Drug Abuse, "Drugs and the class of '78: Behaviors, attitudes, and recent national trends. prepared by Lloyd Johnston, Jerald G. Bachman and Patrick m. O'Malley. Published by the U.S. Department of Health, Education and Welfare, DHEW Publication # (ADM) 79-877 Printed in 1979

SURVEY INSTRUMENT

I. PERSONAL DATA

1. How old are you in years? _____

2. What is your sex? Male (boy) _____1 Female (girl) _____2

3. In which grade are you? (Circle the correct number)

Fifth 1	Ninth 5
Sixth 2	Tenth 6
Seventh 3	Eleventh 7
Eighth 4	Twelfth 8

4. Which statement describes your parents?

They are married 1
They are separated 2
They are divorced 3
One of my parents has passed away..... 4
None of these statements describes my parents .. 5

5. With whom do you live?

I live with both of my parents 1
I live with only one of my parents 2
I live with one parent and a step-parent 3
I live with a relative other than my parents
(Aunt, Uncle, Grandfather, Grandmother) 4
I live in a foster home 5
None of these statements describe with whom I live (Below please describe whom you live with) 6

6. In which of the following do you live?

House 1
Apartment 2
Trailer or Mobile Home 3
Other 4

7. How many times have you moved in the last ten years?

No moves in that time 1
One or two times 2
Three or four times 3
Five or six times 4
Seven or eight times 5
Nine or ten times 6
More than ten times 7

8. What is your race?

White.....1
Black 2
Oriental 3
Mexican-American 4
Other 5

9. Into which group did your family income fall last year?

Under $4,000 1
Between $4,000 and $5,999 2
Between $6,000 and $7,999 3
Between $8,000 and $9,999 4
Between $10,000 and $11,999 5
Between $12,000 and $14,999 6
Between $15,000 and $24,999 7
Between $25,000 and $49,999.....8
$50,000 or more 9
Don't Know 10

10. In which area of study are you involved in school?

Academic 1
Vocational 2
General Studies 3

11. Please enter in the space below the number of school activities in which you are involved. This would include such things as football, drama club, cheerleading, track, and others. The number of activities for me is _____.

12. How involved in these activities are you? (Circle the number that best corresponds to your involvement.)

Hardly Involved		Somewhat Involved		Very Involved
1	2	3	4	5

13. Do you know what you want to do after graduation from high school?

Yes.....1 No.....2

14. Do you feel you are preparing yourself in school for what you plan to do after graduation? Yes.....1 No.....2

15. Please fill in the proper circle for each of the items. Fill in "Like Me" if the statement is mostly true for you. Fill in "Unlike Me" if the statement is hardly ever true of you.

	Like Me	Unlike Me
a) I often wish I were Someone else.	0	0
b) I am liked by most kids.	0	0
c) There are alot of things about me I would like to change.	0	0
d) I'm proud of my schoolwork.	0	0
e) No one pays much attention to me.	0	0
f) I understand myself.	0	0
g) I have a low opinion of myself.	0	0
h) I like to be called on in class.	0	0
i) I'm not very nice looking.	0	0
j) People can usually depend on me.	0	0
k) I know my feelings.	0	0
l) I usually say the right thing.	0	0
m) I don't like to be around people.	0	0
n) I have confidence in my ability to deal with problems.	0	0
o) I am optimistic about the future.	0	0

16. Is your family religious?

Not at all		Somewhat		Very
1	2	3	4	5

17 Are you religious?

Not at all		Somewhat		Very
1	2	3	4	5

18. How involved are you in church activities?

Not at all		Somewhat		Very
1	2	3	4	5

II. COMMUNITY DRUG AND ALCOHOL INFORMATION

19. What reasons do you consider legitimate for taking a drink? (Circle as many as you feel are correct.)

To relax 1	To lose weight 7
To escape misery 2	For pleasure 8
To sleep 3	Health reasons 9
To be sociable 4	To get high 10
To stay awake 5	There are no reasons 11
To remain alert 6	Others 12

20. What reasons do you feel are legitimate for taking drugs? (Circle as many as you feel are correct.)

To relax 1	To lose weight 7
To escape misery 2	For pleasure 8
To sleep 3	If prescribed 9
To be sociable 4	To get high 10
To stay awake 5	There are no reasons 11
To remain alert 6	Others 12

21. By circling the appropriate number, indicate how much these drugs are used in your community.

DRUGS USED	USED EXCESSIVELY	USED FREQUENTLY	USED OCCASIONALLY	NOT USED AT ALL	DON'T KNOW
Narcotics (Heroin, Methadone, Morphine, Smack, Skag, H, Horse)	5	4	3	2	1
PCP (Phencyclidine, angel dust, hog, peace pills)	5	4	3	2	1
Barbiturates (Secanol, Nembutal, Truinal, reds, yellow jackets, blue heavens, downers)	5	4	3	2	1
Amphetamines (Dexadrine, Dexamule, Benzadrine, Methadrine, Desoxyn, speed, bennies, meth, dexies, crystal, uppers)	5	4	3	2	1
Tranquilizers (equanil, Librium, Miltown, Thornizine, Valium, tranks, downers)	5	4	3	2	1
Quaaludes (Sopors, ludes, Methaqualone, 714's 707's)	5	4	3	2	1
Hallucinogens (LSD, DMT, mescaline, psylociben, STP, MOA, psychadelics)	5	4	3	2	1
Marijuana or hashish (Grass, pot, weed, hash)	5	4	3	2	1
Phenohalides (stax, pinkdolls)	5	4	3	2	1
Cocaine (Coke, C, Snow)	5	4	3	2	1
Inhalants (ether, glue, chloroform, gasoline)	5	4	3	2	1

22. Where do you think students get the drugs they use? (Circle as many as apply.)

From other students during school 1
From their friends after school 2
From other students on the school bus 3
From brothers and sisters 4
From connections in Greenville 5
From college students 6
From Reynold's Bowling Alley 7
Parent's supply of drugs 8
Don't know 9
Other sources (Please list these below) ...10

23. Where do you think students get the alcoholic beverages (beer, wine, whiskey) they drink? (Circle as many as apply.)

Older friends buy it for them 1
They go to Ohio to buy it 2
They get it from other students at school 3
They get it from their parent's supply at home .4
Purchased from local bars 5
Don't know 6
Other sources (Please list these below) 7

III. PERSONAL EXPERIENCE WITH DRUGS AND ALCOHOL

a. Alcohol

24. How old were you when you first started drinking, not counting small sips from your parents?

9 years old 1
10 years old 2
11 years old 3
12 years old 4
13 years old 5
14 years old 6
15 years old 7
16 years old 8
17 years old 9
18 years old 10
Never drink 11

25. How often do you drink alocholic beverages (beer, wine or whiskey)?

Three times or more a day ...1
Two times a day 2
Once a day 3
Two times a week 4
Three or four times a week ...5
Once or twice a week 6
Two or three times a month 7
About once a month 8
At least once a year 9
Less than once a year 10
Never drink 11

26. When you drink beer, wine or whiskey, how many cans or drinks do you usually have?

More than six 1
Six 2
Five 3
Four 4
Three 5
Two 6
One 7
Never drink 8

27. If you use any of the alcoholic drinks mentioned above (beer, wine or whiskey) what are your plans for the future?

I plan to quit drinking 1
I plan to decrease my drinking 2
I do not plan to change my drinking habits 3
I plan to drink more 4
I do not drink at all 5

28. In what setting are (were) you most likely to drink alcoholic beverages (beer, wine or whiskey)? (Circle all that apply to you.)

At home with friends 1
At home alone 2
At parties 3
At a friend's home 4
At home with family 5
In a public place 6
In a motel or hotel 7
At school 8
At a concert 9
Driving around with friends 10
Other 11
Never happened 12

29. When you drink alcoholic beverages, would you say that you did it because of: (Circle as many as apply to you.)

Personal curiosity 1
Urging of friends 2
To avoid feeling out of place.3
To feel relaxed 4
Need to escape 5
Other 6
Never Happened 7

30. Do your parents drink alcoholic beverages?

No, neither of my parents drink alcoholic beverages 1
Yes, one of my parents drinks alcoholic beverages 2
Yes, both of my parents drink alcoholic beverages 3

B. Drugs

31. How many cigarettes do you smoke?

Don't smoke 1
Less than a pack a week 2
Between 1 and 3 packs a week 3
Between 4 and 6 packs a week 4
Between 7 and 9 packs a week 5
Over 9 packs a week 6

32. On the average, how often have you used each of these drugs, in the past year? (Put an "X" in the appropriate box for each drug that applies to you.)

DRUG	NEVER	ONCE A YEAR	TWICE A YEAR	FOUR TIMES A YEAR	MORE THAN 4 BUT LESS THAN 12 PER YEAR	ONCE OR TWICE A MONTH	1-2 A WEEK	3-6 A WEEK	DAILY
Narcotics, (Heroin, Methadone, Morphine, Smack, Skag, H, Horse)									
PCP (phencyclodine, angel dust, hog, peace pills)									
Barbiturates (Secanol, Nembutal, truinal, reds, yellow jackets, blue heavens, downers)									
Amphetamines (Dexadrine, Dexamule, Benzadrine, Methadrine, Desoxyn, speed, bennies, meth, dexies, crystal, uppers)									
Tranquilizers (equanil, Librium, Miltown, Thornizine, Valium, tranks, downers)									
Quaaludes (sopors, ludes, methaqualone, 714's, 707's)									
Hallucinogens (LSD, DHT, mescaline, psylociben, STP, MOA, psychadelics)									
Marijuana or hashish (Grass, pot, weed, hash)									
Phenohalides (stax, pink-dolls)									
Cocaine (Coke, C., snow)									
Inhalants (ether, glue, chloroform, gasoline)									

33. How old were you when you first started using drugs for other than medicinal purposes?

9 years old 1
10 years old 2
11 years old 3
12 years old 4
13 years old 5
14 years old 6
15 years old 7
16 years old 8
17 years old 9
18 years old 10
Don't use drugs 11

34. If you have ever used a drug for other than medicinal purposes, would you say that you did it because of: (Circle as many as apply to you.)

Personal curiosity 1
Urging of friends 2
To avoid feeling out of place.3
To feel relaxed 4
Need to escape 5
Other 6
Never happened 7

35. **In what setting are (were) you most likely to use a drug for other than medicinal purposes? (Circle all that apply to you.)**

At home with friends 1	In a motel or hotel 7
At home alone 2	At school 8
At parties 3	At a concert 9
At a friend's home 4	Driving around with friends 10
At home with family 5	Other 11
In a public place 6	Never happened 12

36. If you use any of the drugs mentioned above for other than medicinal purposes, what are your plans for future use?

I plan to quit using drugs 1
I plan to decrease my use of drugs 2
I don't plan to change my drug use 3
I plan to increase my drug use 4
Does not apply, I don't use the drugs unless prescribed 5

37. Do your parents use any of the prescribed medications listed below?

	YES, ONE OR BOTH OF MY PARENTS USE THESE	NO, MY PARENTS DO NOT USE THESE
a. Weight pills	☐	☐
b. Sleeping pills	☐	☐
c. Tranquilizers	☐	☐

38. When you use drugs for other than medicinal purposes, where do you get them? (Place an "X" in each box which applies.)

DRUGS	STUDENTS AT SCHOOL	FRIENDS OUTSIDE OF SCHOOL	CONNECTIONS IN GREENVILLE	COLLEGE STUDENTS	PRESCRIPTIONS	DON'T USE THIS DRUG
Narcotics (Heroin, Methadone, Morphine, smack, skag, H, Horse						
PCP (Phencyclidine, angel dust, hog, peace pills)						
Barbiturates (Secanol, Nembutal, Truinal, reds, yellow jackets, blue heavens, downers)						
Amphetamines (Dexadrine, Dexamule, Benzadrine, Methadrine, Desoxyn, speed, bennies, meth, dexies, crystal, uppers)						
Tranquilizers (equanil, Librium, Miltown, Thornizine, Valium, tranks, downers)						
Quaaludes (sopors, ludes, Methaqualone, 714's, 707's)						
Hallucinogens (LSD, DHT, Mescaline, psylociben, STP, MOA, psychadelics)						
Marijuana or hashish (grass, pot, weed, hash)						
Phenohalides (stax, pinkdolls)						
Cocaine (Coke, C, Snow)						
Inhalants, (ether, glue, chloroform, gasoline)						

39. **Have you ever been arrested for any of the following offenses? (Circle any that apply.)**

Drunken driving 1
Disorderly conduct while drinking 2
Using marijuana 3
Possession of marijuana 4
Selling marijuana 5
Using drugs (other than marijuana) 6
Possession of drugs (other than marijuana) 7
Selling drugs (other than marijuana) 8
None of the above 9

40. How important is each of these to you as a source of help or information about drugs and alcohol? (Place an "X" in each correct box.)

SOURCE	VERY IMPORTANT	IMPORTANT	UNDECIDED	UNIMPORTANT	VERY UNIMPORTANT
Drug-Alcohol Program					
Mental Health Clinic					
Hospital					
Church or Religious Organization					
Teacher					
Guidance Counselor or Home School Visitor					
Principal					
Nurse					
Self-Help Group (AA)					
Friends					
The Family					